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The Miami Valley School

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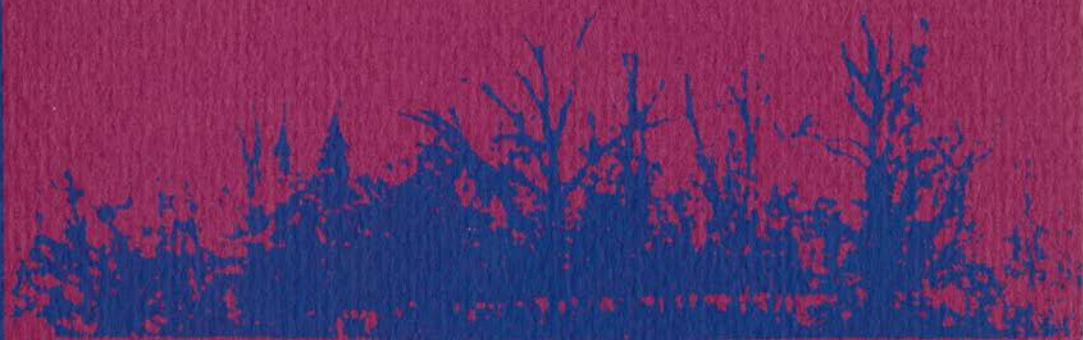
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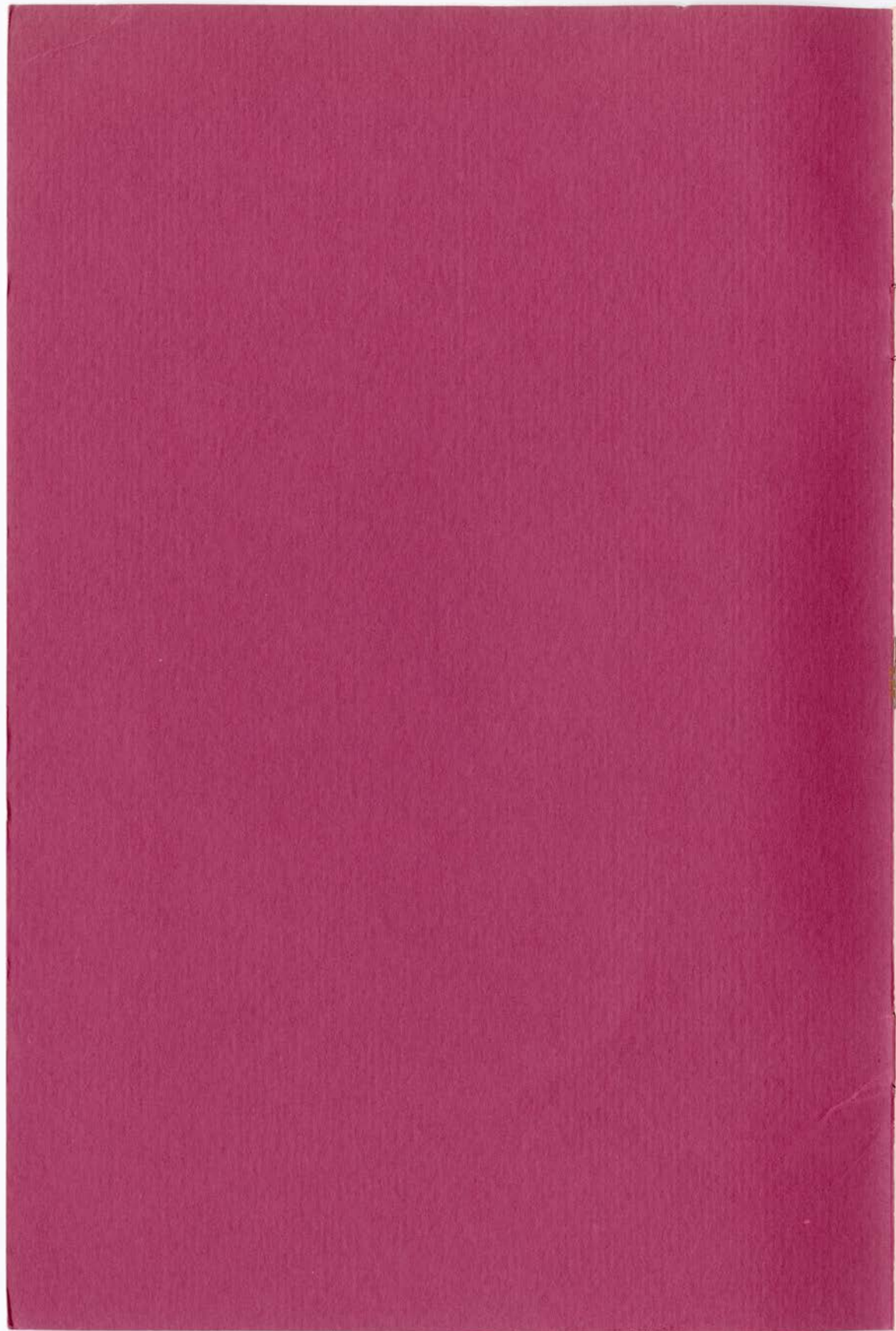
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THE MIAMI VALLEY SCHOOL





THE MIAMI VALLEY SCHOOL

This booklet offers an alternative concerning ways of learning in a free and changing society.

The following pages state ways in which the people who comprise The Miami Valley School attempt to stimulate the learning process.

Inside the back cover you will find inserts of current information about . . .

- courses of study
- annual calendar data
- faculty and administration
- tuition and charges
- board of trustees

A booklet can try to "tell all" . . . but obviously the best way to know this place of learning is to visit. Please do.



The Miami Valley School was organized and began its operations in 1964. As of 1970-71, the School enrolls 240 boys and girls in Kindergarten and grades one through nine. It is an independent, non-profit day school designed to serve the learning needs of young people between 5 and 15 years of age living in the Dayton metropolitan area and environs.

The School is approved by The Ohio Department of Education; it is accredited by the Independent Schools Association of the Central States, and holds active membership in the Ohio Association of Independent Academic Schools and the National Association of Independent Schools.

As this is written, plans not yet final call for eventual expansion of the School's services through Grade 12.



THE MIAMI VALLEY SCHOOL
5151 Denise Drive, Dayton, Ohio 45429
Telephone: area code 513 - 434-4444

Published March, 1971

LEARNING IS WITH US ALL...

A school is a center for concentration on the learning process . . . but a school is as stimulating as the people who live with it, and support it, will let it be.

AND IT NEVER STOPS

We believe the learning process must be constantly stimulated and reviewed by the people involved: by teachers and students in the school itself, by parents who are willing to share day by day with their sons and daughters the challenges of learning.

We believe these vital qualities of human relationships must abide alongside the life of learning . . .

Love of people, and genuine faith in the capabilities and identities of all individuals.

Patience and trust in the sureness of life and its possibilities, together with genuine sensitivity to the good ways and promising values other than "my way."

Conviction that the individual who is growing deserves to learn by discovery, by both success and error in trial: but that much of learning also is by imitation of those loved and respected and, that "if the gods fail" in weak example, so may the imitators.

Understanding that the best teacher is also the most constant and voracious learner, and that a lesson or a skill however firmly imparted is learned effectively only when lighted by reason, by exchange of ideas, and by willingness to stimulate constant inquiry.

Commitment that the human mind and body are striving organisms which must seek a stimulating and healthful environment and must learn to respond energetically to each day's challenges.



THESE ARE SOME OF OUR CONVICTIONS...

These are some of our convictions that we think defy change. Yet, in our society and in our world, change confronts us all with insistent clamor.

Thus we feel impelled to say that our stewardship cannot rest on the unquestioned forms and methods of the past; nor can we uncritically gravitate toward all that is new, just because it is new.

We must recognize also that the young are not sure, themselves. Their marvelous adaptability to new ideas and new forms can also result in undue conformities or intolerances. Sometimes, of course, they can open up new vistas. But the young need to share with all the commitment to those elements of human interaction and human understanding which do not change.



TO GIVE LIFE TO THE LEARNING PROCESS..

Small learning units . . . groupings are usually composed of not more than sixteen students, often fewer.

Special learning units . . . for guidance in subject skills or in the techniques of study application, concentration, and research.

Individual or group project units . . . to stimulate the functions of individual initiative and research.

Daily exercise . . . including body management and coordination sessions, team sports, and individual athletics.

Frequent exposure to current social, cultural, economic, and governmental problems and challenges . . . including field trips and projects, panel discussions with outside resource people.

Regular encouragement by observation, study, participation, and performance, to learn about art, music, the theater, information and communications media . . . each individual sharing in these processes according to skill or perception.



Encouragement also, as skill and perception show themselves, to participate and to be creative in other activities: different fields of science, publications, performing arts, current affairs, historical research, collections, hobbies.

Encouragement to read . . . to know the uses and resources of a good library, to discover the uses of the many new mechanical and electronic learning devices which may aid the learning process.

Encouragement to discover—or rediscover—the most helpful joys of leisure or of sometimes being alone . . . to enrich idleness with games and other lively forms of interplay . . . or to walk alone in the woods and fields; to learn to observe the world encountered and to contemplate its loveliness, or its ravages crying for improvement.

You will see in our courses from year to year an attempt to be sensitive to change, and to be confident about the fundamentally unchanging.

Above all, we believe in the preservation of life and of the continuous process of learning.



NOTES ON THE CURRICULUM

Kindergarten meets half-day, from 8:30 to 11:45 each morning, and provides a place:

For the 5-year-old to grow physically, intellectually, socially, and creatively.

Where there is a wealth of things for children to do and see, to hear and say, to touch and create.

For experiential development, in contacts within the school—and outside, too, in the community.

Which encourages meaningful expression, curiosity, and a desire to learn and explore.

For perceptive sensory-motor training.

Grades 1, 2, and 3 complete our primary grades division.

Each of these grades is master teacher, home-room oriented.

Skills of reading, of written and oral expression, and of arithmetic are imparted with reasonable but challenging goals established for each child.

Elements of self-teaching and independent group project learning are guided according to readiness.

Short sessions in French, seeded with elements of European cultural perspective, are begun.

Periods are assigned for learning and discussion in various areas of the sciences, history and social studies, art and music, community concerns, and health concerns.

Every child participates daily in instructional periods for physical education, games or sports, body management and coordination, and—as needed—in hand-eye and other systemic functional improvement exercises.





Grades 4 and 5 constitute a learning "bridge" between predominantly skills-oriented and increasingly concept-oriented learning. We continue direction of sections by designated master teachers; but the students are more frequently exposed to different subject or interdisciplinary unit teachers.

Continuity and progress are fostered in the developing skills of language, reading, written and oral expression, and mathematics.

A greater degree of project initiative by each student, or by small groups of students, is encouraged. Projects may be initiated in virtually any subject area.

Emphasis becomes somewhat more selective in the sciences, history and the social studies, and foreign language. Some students are seen to be more ready than others for creative involvement as their particular interests and talents emerge. Some may continue to need more basic skills instruction than others. Our course schedules are arranged accordingly.

In sports and project activities, we try to stimulate each child's awareness of what can be accomplished.

Grades 6, 7, 8 and 9 find us expecting a fairly mature degree of basic skills mastery, a better than average alertness, and motivation towards conceptualization, observation, and evaluation of situations—and values encountered.

Additional skills in reading, written and oral expression, and in mathematics, are fostered.

Instruction and research in other subject areas is firmly guided. These areas include:

Required each grade—English (including reading, composition, vocabulary, literature).

Mathematics (elements of algebra may be begun in 7th grade; advanced students proceed through 2nd year algebra in 9th grade.)

Each student will take two or three other course units each grade, from among:

U.S. History and

Government

Biology

Ancient History

Earth Science

Art and Music

Elements of science

Foreign language: college preparatory units in **French** (advanced students may acquire up to three years);

Spanish (first and second year); **Latin** (first and second year).

Please note that, in any academic year, inclusion or exclusion of a particular foreign language will be determined by factors of usefulness and demand.

Other short-term or mini-courses: Ohio history; current problems in economics, politics, and human affairs; environmental problems and projects; projects in science; health, sexuality, physiology, addictive uses and abuses; practical elements of various science disciplines.

Learning goes with activity, too—in support of diverse talents and interests: dramatics, singing, film-making, managerial assignments, and others which the School tries to encourage.

Increasingly, our teachers are also fostering interdisciplinary units for projects, assignments, and discussion—crossing the lines of traditional subjects; involving coordination of ideas and elements in English, foreign language, and history—or in Science and Mathematics—or, as we have done with delight, physical games involving geographic name and place identifications.

DAILY SCHEDULE

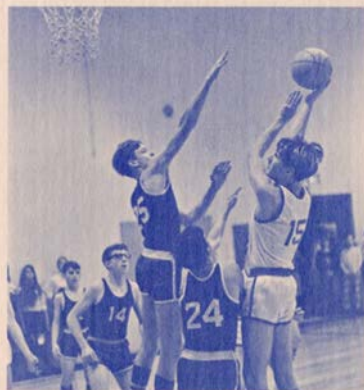
Our daily schedule normally runs between 8:30 a.m. and 3:15 p.m., except on Wednesdays, when students are dismissed at 1:45 p.m. We hold faculty meetings usually on Wednesday afternoon, and frequently students participate in these meetings.

Some students, those on teams or in music and dramatics particularly, remain after 3:15 for practices or rehearsals.

EVALUATION

Every student has a teacher-adviser. Every teacher coordinates with a master teacher, with the teacher in charge of the advisory program and with the director of the curriculum.

We regularly evaluate student performance, motivation, and growth through reports, comments, and teacher-parent conferences. Our academic year divides into three terms—Fall, Winter, and Spring. Reports are prepared at least three times per year; usually, a preliminary evaluation report is also prepared, after the first four to six weeks of the school year.





ENROLLMENT PROCEDURE

After arranging a preliminary visit to the school, if you wish to commit to your child's enrollment:

Please complete and return the Preliminary Application Form (see inside back cover).

The Admissions Director will communicate with you about appointments for interviews with student candidates and parents, and for testing. (**Kindergarten**— tests of coordination, recognition and readiness are given individually by the Kindergarten teacher; **Grades 1-9**—tests of aptitude and tests measuring current achievement in language, reading, and mathematical skills are given in groups of 15 or fewer.)

Parents are notified as promptly as possible about our evaluations determining **acceptance for enrollment—or deferred acceptance** pending an opening, or pending recommended outside professional testing, or pending required tutoring or summer study to meet enrollment qualification.

We are determined to be open to as many students as our facilities allow, noting that there is no selection based on any qualities other than capability to learn, and to relate usefully with others. We are equally determined to encourage enrollment regardless of racial, religious, ethnic, or economic background.

FINANCIAL ASSISTANCE

Each year we have been able to enroll between twelve and sixteen per cent of our students through our scholarship fund program, supported by contributions. Reductions are made to those who qualify in varying amounts related to family resources. (Reductions are not related to degrees of merit.)

If you wish us to consider a scholarship for your child, please call or write for the separate scholarship request form, which will be sent to you.

We believe in each child's opportunity to learn. In this school a scholarship student is not identified as such among his or her peers. The opportunity, therefore, is equal.

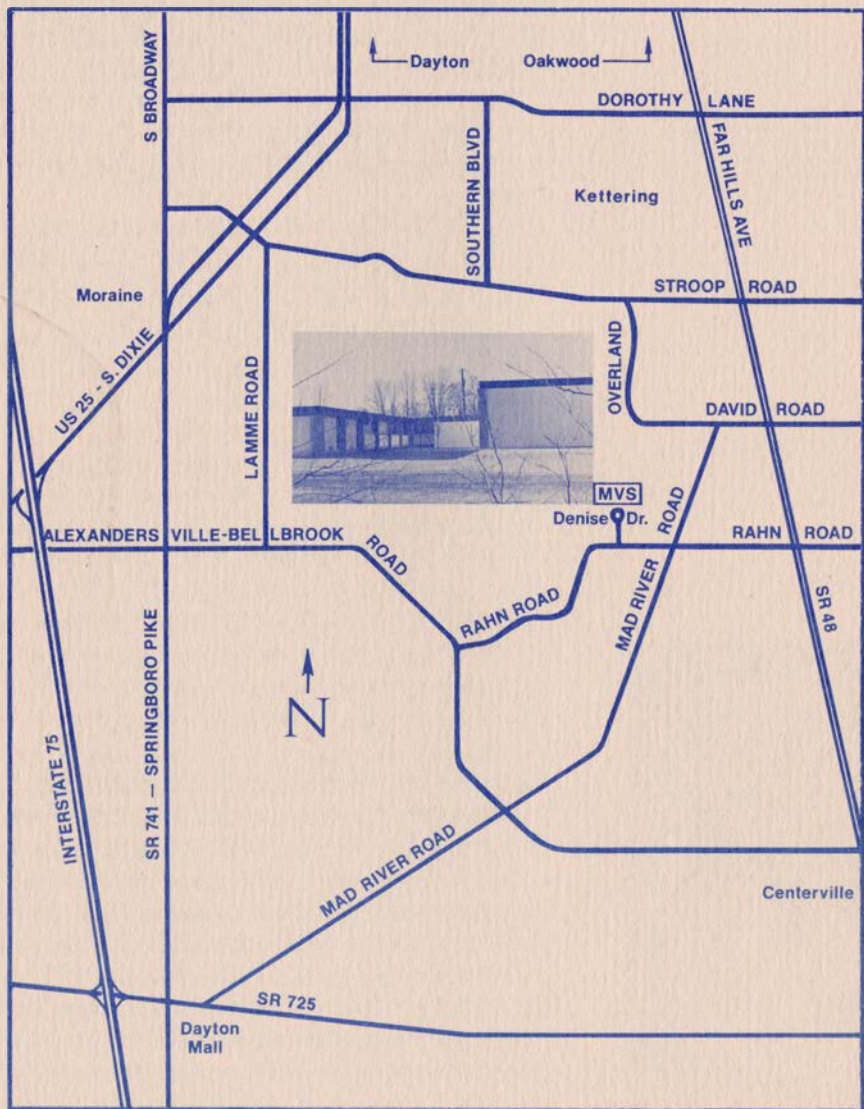


AFTER MVS...

Most of our students remain through 9th grade—a few transfer at the end of 8th grade—moving on to public or parochial high schools (about 40%), or to independent preparatory schools, usually boarding schools (about 60%). From 1967 to 1970, the four years in which there have been more than 10 students annually "graduating," many of our students have placed well in challenging independent schools, and many have achieved advanced placement in high schools.

TO LOCATE THE SCHOOL...

The School is located approximately eight miles south of downtown Dayton in Washington Township, off West Rahn Road, three blocks west of Mad River Road and one mile west of Far Hills Avenue (state route 48).



THE MIAMI VALLEY SCHOOL

5151 DENISE DRIVE • DAYTON, OHIO

PRELIMINARY APPLICATION FOR ADMISSION

Date of application _____

Date of proposed entrance _____

Candidate for _____ Grade _____

(Please complete both sides)

Name of Applicant _____

(Middle)

(Last)

